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ABSTRACT

This annotated bibliography is a collection of over 140 references which concerns educational administration research in the area of curriculum and instructional design. (SI)

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EDUCATIONAL ADMINISTRATION

(CURRICULUM AND INSTRUCTIONAL DESIGN)

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ANNOTATED BIBLIOGRAPHY

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Bibliography

Anderson, Digby C. (1981). EVALUATING CURRICULUM PROPOSALS. New York: John Wiley and Sons.

This book challenges "scientific" approaches to curriculum evaluation and research. The author is a phenomenological sociologist who is particularly interested in the rhetorical aspects of curriculum evaluation.

Apps, Jerold W. (1985). IMPROVING PRACTICE IN CONTINUING EDUCATION. San Francisco: Jossey-Bass.

Presents a systematic and comprehensive approach for examining and evaluating continuing education programs and practice in order to provide a strong foundation for future development.

ASCD Yearbook. (1985). CURRENT THOUGHT ON CURRICULUM. Alexander, VA: Association for Supervision and Curriculum Development.

This is a collection of articles by some of the leading curriculum theorists. Discussed are the issues and continuing concerns facing educators in the 1980's.

Bank, Adrianne, Henderson, Marlene, and Eu, Laurel. (1981). A PRACTICAL GUIDE TO PROGRAM PLANNING - A TEACHING MODELS APPROACH. New York: Teachers College Press.

This book is the detailed treatment of planning, organizing, teaching and evaluating based on the assumptions and goals of five different models.

Bantock, G. H. (1980). DILEMMAS OF THE CURRICULUM. New York: John Wiley and Sons. (LB1570.B326).

Examines four classifications of secondary school curriculum: Progressive, Common, Radical, and Elite.

Barrow, Robin. (1984). GIVING TEACHING BACK TO TEACHERS. NJ: Barnes and Noble Books. (LB1570.B329).

Evaluates curriculum by putting it in the hands of the teacher. Points out the link between educational theory and classroom practices.

Beck, Ronald A. (1981). EDUCATIONAL EVALUATION METHODOLOGY. Baltimore, MD: The Johns Hopkins University Press.

Attempts to determine the state of the art of educational program evaluation methodology. Clarifies the terminology and jargon

related to methodology, synthesizes the research of the last twenty years, and brings into focus the major issues in educational evaluation.

Bellon, Jerry J., and Handler, Janet R. (1982). CURRICULUM DEVELOPMENT AND EVALUATION: A DESIGN FOR IMPROVEMENT. Iowa: Kendall/Hunt Publishing Company.

Presents curriculum development and evaluation as interactive processes and provides designs and models for development and evaluation.

Bergquist, William H. and Armstrong, Jack L. (1986). PLANNING EFFECTIVELY FOR EDUCATIONAL QUALITY. San Francisco, CA: Jossey-Bass Publishers.

Outlines a step-by-step approach which shows higher education professionals how to develop programs that are uniquely tailored to their institution's particular mission, students, faculty strengths, location, and resources.

Bergquist, William H., Gould, Ronald A. and Greenberg, Elinor Miller. (1981). DESIGNING UNDERGRADUATE EDUCATION. San Francisco, CA: Jossey-Bass Publishers.

Systematically examines the six major components of contemporary undergraduate programs-time, space, resources, organization, procedures, and outcomes.

Berman, L and Roderick, J. (1977). CURRICULUM: TEACHING AND WHAT, HOW AND WHY OF LIVING. Columbus, OH: Charles E. Merrill Publishing Company.

Teaching people to face up to their own responsibility as members of the human race is the emphasis of this text. The authors believe that curriculum design and instruction should teach about people and their lives.

Bidwell, Wilma W. and Curtis, Thomas E. (1977). CURRICULUM AND INSTRUCTION FOR EMERGING ADOLESCENTS. London: Addison-Wesley Publishing Company.

A review of curriculum and instruction devoted to the education of emerging adolescents in the middle schools of the United States.

Bollerslev, Peter and Estes, Nolan. (July 1984). CHANGES IN CURRICULA AND INSTITUTIONAL STRUCTURES. ERIC ED 258 545.

Reviews: changes in curricula (including the use of new information technology), changes in the teaching/learning environment, and changes in institutional structures.

Bradford, J. D. (1979). HUMAN COGNITION: LEARNING, UNDERSTANDING AND REMEMBERING. CA: Wadsworth Press.

A review of the principles of learning for the practicing instructor.

Bradley, Leo H. (1985). CURRICULUM AND LEADERSHIP AND DEVELOPMENT HANDBOOK. Englewood, NJ: Prentice-Hall, Inc.

Presents a logical, systematic approach to curriculum development. It provides a step by step approach on how to design, develop, and implement a curriculum idea.

Brandt, Ronald S. (1981). APPLIED STRATEGIES FOR CURRICULUM EVALUATION. Alexandria, VA: ASCD.

Six experts describe the strategies they would use to evaluate the effectiveness of humanities curriculum at the Radnar Middle School.

Brickell, Henry M. and Paul, Regina H. (1978). MINIMUM COMPETENCIES AND TRANSFERABLE SKILLS: WHAT CAN BE LEARNED FROM THE TWO MOVEMENTS. Columbus, OH: The National Center for Research in Vocational Education.

Basic questions related to program completion criteria are examined. Transferable skills concepts and minimum competency testing are compared and contrasted.

Briggs, Leslie J. and Wager, Walter W. (1981). HANDBOOK OF PROCEDURES FOR THE DESIGN OF INSTRUCTION. 2nd ed. Englewood Cliffs, NJ: Educational Technology Publications.

The central focus of this book is upon the design of instructional materials, whether print or nonprint. The book is also useful for developing materials-centered instruction.

Brookover, Wilbur B., and others. (1982). CREATING EFFECTIVE SCHOOLS. Holmes Beach, FL: Learning Publications, Inc.

Deals with how to improve school programs in general. The authors cover such subjects as school climate, expectations for learning, school organization, grouping patterns, effective instruction, discipline, use of assessment data for school improvement, and parent involvement.

Brubaker, Dale L. (1982). CURRICULUM PLANNING: THE DYNAMICS OF THEORY AND PRACTICE. Glenview, IL: Scott, Foresman and Company.

The first two parts of this book help the reader build a knowledge base with regard to curriculum planning. The third part spells out the author's major point in relation to what is desirable and possible in curriculum planning.

Bullough, Robert V., Jr., Goldstein, Stanley L., Holt, Ladd. (1984). HUMAN INTEREST IN THE CURRICULUM. New York: Teachers College Press. (LB1570.B88).

This book introduces the reader to selected concepts found useful in unraveling the manner in which the institutional structures of schools help form and reinforce a particular set of attitudes and beliefs.

Cahill, Robert W. (1984). INSTRUCTING ART OR SCIENCE. New York: Harper and Row.

An essay describing various methods of instruction.

Chadwick, Alan and Legge, Derek, (Eds.). (1984). CURRICULUM DEVELOPMENT IN THE EDUCATION OF ADULTS: A MANUAL FOR PRACTITIONERS. ERIC ED 252 732.

This manual is intended to persuade adult educators to examine the relationship between policies and practice and to enhance the effectiveness of educational provision. Sections relating to curriculum design, implementation, and evaluation are included.

Charles, C. M., Gast, David K., Servey, Ricahrd and Burnside, Houston. (1978). SCHOOLING, TEACHING, AND LEARNING - AMERICAN EDUCATION. St. Louis, MO: C. V. Mosly Company.

Deals with such topics as: Human Growth and Development, Principles of Learning and Teaching, Curriculum, Planning, Accountability, Methods and Strategies of Teaching, and Learning Environments.

Cooper, James M. (Ed.) (1984). DEVELOPING SKILLS FOR INSTRUCTIONAL SUPERVISION. New York: Longman.

Key supervisory skills have been identified and form the basis for each chapter of this text.

Cuff, E. C. and Payne, G. C. F. (1985). CRISIS IN THE CURRICULUM. NH: Croom Helm. (LB1564.G7C74).

This book points to no less than eleven different issues concerning the crisis in school curriculum.

Davis, Barbara G., Wood, Lynn and Wilson, Robert C. (1983). ABCS OF TEACHING WITH EXCELLENCE. Berkeley, CA: University of California Press.

A practical approach to the methods of teaching for the college instructor.

Derricott, Ray. (1985). CURRICULUM CONTINUITY: PRIMARY TO SECONDARY. Philadelphia, PA: Schools Council Publication 1985. (LB1564.G7C88X).

Examines the notion of curriculum continuity as children move from primary through secondary education. Discusses how the experiences provided by a school ease the social, emotional, and cognitive adjustments that pupils have to make when moving through the system.

Doll, Ronald C. (1982). CURRICULUM IMPROVEMENT - DECISION MAKING PROCESS. (5th ed.). Boston, MA: Allyn & Bacon, Inc.

A basic text and practitioners handbook that discusses the essential elements of curriculum. The two main areas focus on decision making and process for improving curriculum.

Doyle, Kenneth D., Jr. (1983). EVALUATING TEACHING. Lexington, MA: Lexington Books.

This book outlines some ideas that contribute to an understanding of evaluation of teaching and the identification, collection, and treatment of data for instructional evaluation.

Duckett, Willard R. (Ed.). PLANNING FOR THE EVALUATION OF TEACHING. A CEDR Monograph. NSPER: 79. Phi Delta Kappa.

This monograph focuses on two points--the philosophy and purpose of evaluation, and planning for the evaluation of teaching.

Eble, Kenneth E. (1984). THE CRAFT OF TEACHING. San Francisco, CA: Jossey-Bass Publishers.

Focuses on teaching itself--looks at assumptions, attitudes and skills; teaching inside and outside the classroom; practical problems and predictable crisis of day-to-day teaching; and preparing teachers in graduate schools.

EFFECTIVE SCHOOLING PRACTICES: A RESEARCH SYNTHESIS. (1984). Portland, OR: Northwest Regional Educational Laboratory.

The effective schooling research base identifies schooling practices and characteristics associated with measurable improvements in student achievement and excellence in student behavior.

Egan, Kieran. (1979). EDUCATIONAL DEVELOPMENT. New York: Oxford Press.

This book offers a new and comprehensive theory of educational development from earliest years to maturity.

Eisner, Elliot W. (1985). THE EDUCATION IMAGINATION: ON THE DESIGN AND EVALUATION OF SCHOOL PROGRAMS. (2nd ed.) New York: Macmillan.

Contains theoretical considerations and practical advice that may help experts in curriculum development to evaluate their work.

English, Fenwick. (1984). CURRICULUM MAPPING AND MANAGEMENT. ERIC ED 251 972.

An overview is provided of curriculum management and "mapping"--an auditing technique for assessing the content, time and sequence of curriculum as reported by the teacher.

Feasely, Charles E. (1980). PROGRAM EVALUATION. ERIC, ED 187 269.

Major distinctions between evaluation and research are examined. Three types of formal evaluation models, experimental approach, ecological approach, and ecletic approach, are presented. Program evaluation at different organizational levels is also discussed in this report.

Fenstermacher, Gary and Goodlad, John I. (1983). INDIVIDUAL DIFFERENCES AND THE COMMON CURRICULUM. Chicago, IL: The University of Chicago Press.

The editors addressed the following question to the authors whose work appears in this volume: "Do we know enough about differences between or among individuals to entertain, in a practical way, the possibility of providing most learners with a common curriculum, adapted to account for individual differences but without compromising their chances for a rational, moral, and authentic life?"

Finch, Curtis R. and Crunkilton, John R. (1979). CURRICULUM DEVELOPMENT IN VOCATIONAL AND TECHNICAL EDUCATION: PLANNING, CONTENT, AND IMPLEMENTATION. Boston, MA: Allyn and Bacon, Inc.

This book is written for teachers, curriculum coordinators, administrators, state education personnel and private industry trainers. It offers a number of helpful principles and strategies for curriculum planning, development, and implementation. Part I deals with the basic elements of curriculum planning, including information collection and assessment, and systematic decision making. Part II offers practical, logical methods for determining curriculum content such as making curriculum content decisions and setting goals and objectives. Part III, dealing with curriculum implementation, covers the identification, selection, and development of relevant curriculum materials.

Foshay, Arthur W. (1980). CONSIDERED ACTION FOR CURRICULUM IMPROVEMENT. Alexandria, VA: ASCD.

This yearbook analyzes curriculum in terms of its parts, theory, structure, content, and implementation. It has a format of ten articles by various curriculum specialists.

Gagne, Robert. (1977). THE CONDITIONS OF LEARNING. New York: Holt, Rinehart and Winston.

Describes the conditions under which learning can take place and discusses a variety of learning outcomes. Also it reduces the factors which make a difference to instruction.

Gall, Meredith Damien. (1981). HANDBOOK FOR EVALUATING AND SELECTING CURRICULUM MATERIALS. Boston, MA: Allyn and Bacon, Inc. (LB1570.G343).

Gerlach, Vernon S. and Ely, D. P. (1980). TEACHING AND MEDIA: A SYSTEMATIC APPROACH. (2nd ed). NJ: Prentice-Hall, Inc.

A text for systematically approaching the use of media in the teaching area. Incorporates learning objectives, suggested activities, and evaluation tools.

Giroux, Henry A., Perina, Anthony N. and Pinar, William F. (1981). CURRICULUM AND INSTRUCTION. Berkeley, CA: McCutchan Publishing.

A basic text which discusses the history of curriculum and the origin of the three modes of curriculum writing that make up the field today: the traditionalist, the conceptual empiricist and the reconceptualist.

Gordon, Peter. (Ed.) (1981). THE STUDY OF THE CURRICULUM. Bradford: Academic and Education, Ltd.

A British perspective on curriculum. Includes values and the curriculum, historical and political factors, and curriculum planning.

Goodman, Jesse. (1984). SOCIAL STUDIES CURRICULUM DESIGN: A CRITICAL APPROACH. ERIC ED 251 373.

A critical approach to a curriculum design that has been taught to pre-service teachers in social studies curriculum or methods courses during the last four years.

Gower, Robert R. and Scott, Marvin B. (1977). FIVE ESSENTIAL DIMENSIONS OF CURRICULUM DESIGN: A HANDBOOK FOR TEACHERS. Dubuque, IA: Kendall/Hunt Publishing Company.

The purpose of this book is to provide teachers with a mode of inquiry that will allow them to explore curriculum designs and to consider how these influences might be used to achieve educational purposes.

Guskin, Alan E. (Guest Editor). (1981). NEW DIRECTIONS FOR TEACHING AND LEARNING. Vol. 5 of THE ADMINISTRATOR'S ROLE IN EFFECTIVE TEACHING. San Francisco, CA: Jossey-Bass Inc.

Assembled writings from several authors who address the university administrator's role in facilitating quality teaching.

Hannah, Larry Stanley. (1977). A COMPREHENSIVE FRAMEWORK FOR INSTRUCTIONAL OBJECTIVES: A GUIDE TO SYSTEMATIC PLANNING AND EVALUATION. Reading, MA: Addison-Wesley Publishing Co.

A curriculum evaluation book presenting alternatives to currently available taxonomies, and booklets on how to write objectives. Also presents a guide to writing course objectives, and preparing related assessment devices. Useful as a guide for sequencing lessons.

Hanson, Gary R. (1978). EVALUATING PROGRAM EFFECTIVENESS. San Francisco, CA: Jossey-Bass Publishers, Inc. (LB2823.E84).

Presents a systematic explanation of today's major approaches to evaluation, emphasizing the different assumptions underlying them and their implications for assessing student services that seek to enhance individual growth and development.

Hass, Glen. (1983). CURRICULUM PLANNING: A NEW APPROACH. Boston, MA: Allyn and Bacon, Inc.

A guide for the development of the knowledge, performance competencies, and alternative strategies needed by curriculum planners and teachers at all levels of education.

Hawley, Robert C. (1982). ASSESSING CURRICULUM PERFORMANCE. Amherst: Education Research Associates.

An excellent overview of curriculum and its place in the American secondary school system.

Heinich, Robert, and Molenda, M. and Russell, J. (1985). INSTRUCTIONAL MEDIA AND THE NEW TECHNOLOGIES OF INSTRUCTION. (2nd. ed.). New York: John Wiley and Sons, Publishers, Inc.

Covers the basic concepts and uses of all common audiovisual media, introducing the concept of "technologies of instruction" for such methods as programmed instruction, simulation/gaming, computer-based learning, and audio-tutorial systems.

Hofmeister, Alan M. and Preston, Caroline N. (1981). CURRICULUM-BASED ASSESSMENT AND EVALUATION PROCEDURES. ERIC ED 249 214.

For teacher educators to reexamine and enhance their current practice in preparing classroom teachers to work competently and comfortably with children who have a wide range of individual needs.

Hunkins, Francis P. (1980). CURRICULUM DEVELOPMENT: PROGRAM IMPROVEMENT. Columbus, OH: Charles E. Merrill Publishing Company.

Provides readers with an understanding of curriculum and how to plan programs systematically. The curriculum development model in this book is based on a systems analysis approach.

Ingle, Henry T. (1984). CUTTING EDGE DEVELOPMENTS IN EDUCATIONAL TECHNOLOGY: PROSPECTS FOR THE IMMEDIATE FUTURE. ERIC, ED 247 926.

Reviews the innovative developments of the information technology and the implications they have for classroom instruction. He states that the technological change means continued and constant change for educators in developing new avenues of instruction.

Johnson, Robert F. (1985). ASSESSING INSTRUCTIONAL EFFECTIVENESS. New York: Harper and Row.

An attempt to apply some degree of accountability to instruction and learning.

Joint Committee on Standards for Educational Evaluation. (1981). STANDARDS FOR EVALUATIONS OF EDUCATIONAL PROGRAMS, PROJECTS, AND MATERIALS. New York: McGraw-Hill Book Company.

For the use of persons who commission, conduct, or employ the results of evaluations to improve education. It is to be used in evaluating educational programs, projects, and materials. Each of 30 standards are identified, explained, and clarified in a commentary.

Joyce, Bruce R., Hersh, Richard H., and McKibbin, Michael. (1983). THE STRUCTURE OF SCHOOL IMPROVEMENT. New York: Longman.

Notes that the improvement of schools takes place in a social context that both impels innovation and complicates the process. The proposed strategy calls on the "Responsible Parties" to scrutinize the health of each school and oversee its improvement.

Keefe, James W. and Jenkins, John M. (1984). INSTRUCTIONAL LEADERSHIP HANDBOOK. Reston, VA: National Association of Secondary School Principals.

A comprehensive resource for instructional leaders in secondary schools.

Kelly, A. V. (1980). CURRICULUM CONTENT. London: Harper and Row, Publishers. (LB1570.C88394).

Attempts to examine all the constraints that create the outer limits within which teachers and curriculum designers must work. Those factors which influence curriculum development appear to be as strong as, and possibly a good deal stronger than, the most carefully thought out and rational plans.

Kemp, Jerrold E. (1981). INSTRUCTIONAL DESIGN: A PLAN FOR UNIT AND COURSE DEVELOPMENT. Belmont, CA: Fearson Publishers.

Presents an eight step format for instructional design. Is applicable for any level of educational course or program planning.

Kemp, Jerrold E. (1985). THE INSTRUCTIONAL DESIGN PROCESS. New York: Harper & Row, Publishers.

The contents of this book guide an individual or a planning team who are designing an instructional unit or a complete instructional program.

Kirk, Gordon. (1986). THE CORE CURRICULUM. London: Hodder and Stoughton. (LB1564.G7K5X).

Examines changing perspectives on a variety of educational issues and practices. Presents the most recent thinking, research, and development work in curriculum.

Klein, M. (1979). INSTRUCTIONAL DECISIONS IN CURRICULUM. McGraw-Hill.

Reviews several considerations in instructional decision making. Anticipates some situations and outlines resources available. Suggests that there is considerable chaos in curriculum planning and that it would benefit from a model with more order to it.

Knowles, M. (1980). THE MODERN PRACTICE OF ADULT EDUCATION. Cambridge: The Adult Education Company.

The development of curricula for adults requires a different perspective to the traditional youth oriented model. Suggests models and approaches to serve this end.

Knowles, Malcolm. (1986). USING LEARNING CONTRACTS. San Francisco, CA: Jossey-Bass Publishers, Inc.

The idea of contract learning is presented and examined. Various settings for contract learning are also discussed.

Lawn, Martin and Barton, Len. (1981). RETHINKING CURRICULUM STUDIES: A RADICAL APPROACH. New York: Croom Helm London. (LB1564.G).

This book is the combination of the works of eight authors on the topic of curriculum ideology. It concludes with techniques of how to get involved in curriculum research.

Levine, Arthur. (1978). HANDBOOK ON UNDERGRADUATE CURRICULUM. San Francisco: Jossey-Bass.

A 700-page analysis of basic curricular problems, practices, and plans. Contains widest range of information available for use by curricular planners and decision makers.

Lewy, Arieh. (Ed.). (1977). HANDBOOK FOR CURRICULUM EVALUATION. New York: Longman, Inc.

This book has been designed to meet the needs of experts working on the planning and evaluation of curriculum throughout the world. It presents both a model for curriculum evaluation and practical guidelines for the task of evaluating new instruction materials.

Lindelow, John. (1983). THE EMERGING SCIENCE OF INDIVIDUALIZED INSTRUCTION. ERIC, ED 229 827.

Lindelow summarizes research on learning styles, reviews brain lateralization, and learning time and the relationship of these areas to individualized instruction. He also discusses the administrative implications of this research.

Loucks-Horsley, Susan and Hergert, Leslie F. (1985). AN ACTION GUIDE TO SCHOOL IMPROVEMENT. Andover, MA: Association for Supervision and Curriculum Development and the NETWORK, Inc.

Outlines a seven-step process for program improvement and offers specific practical suggestions for what to do at each step.

Madaus, George F., Airasian, Peter W., and Kellaghan, Thomas. (1980). SCHOOL EFFECTIVENESS, A REASSESSMENT OF THE EVIDENCE. New York: McGraw-Hill Book Co.

Discusses the problems in determing what makes a difference in schools, i.e. developing sensitive evaluative instruments and difficulties in research design and sampling.

McCorkle, Chester O., Jr. and Archibald, Sandra Orr. (1982). MANAGEMENT AND LEADERSHIP IN HIGHER EDUCATION. San Francisco:

Jossey-Bass Publishers.

Explains why past higher education management strategies are inadequate for today's problems. The authors also describe a new practical approach to academic management that combines innovative planning, resource management, and evaluation techniques.

McNeil, John D. (1985). CURRICULUM - A COMPREHENSIVE INTRODUCTION. (3rd. ed.). Boston: Little Brown & Co.

Offers practical suggestions for developing programs, courses, and materials to meet the demands of student populations and changes in the society.

Melton, Reginald, F. (1982). INSTRUCTIONAL MODELS FOR COURSE DESIGN AND DEVELOPMENT. Englewood Cliffs, NJ: Educational Technology Publications.

Discusses how particular models may be used in the design and development of curriculum materials. The emphasis is on ways to present instruction to students to maximize learning. The concept of individualized instruction is uppermost in the presentation.

Methuen Educational. (1983). PRIMARY PRACTICE. London: SCDC Publications. (LB1564.G7P74x.

This book is designed for practising teachers. Discusses science, mathematics, language and literacy, studying people past and present; imagination, feeling and sensory expression; and personal and social development.

Meyen, Edward L. (1981). DEVELOPING INSTRUCTIONAL UNITS: CHAPTER 10 EVALUATION TECHNIQUES. Dubuque, IA: William C. Brown, Company, Publishers.

Emphasizes that the evaluation of pupil performance is necessary for individualized instruction, revising curriculum, and as a source of feedback to students.

Miller, J. and Seller, W. (1985). CURRICULUM: PERSPECTIVES AND PRACTICES. New York: Longman, Inc.

A large portion of this book is dedicated to the implementation of the curriculum. Emphasizes that getting too involved in objectives while ignoring the underlying beliefs that generated them, leads to fragmented instruction.

Millman, Jason. (1981). HANDBOOK OF TEACHER EVALUATION. Beverly Hills: Sage Publications.

Focuses on currently available approaches for evaluating

teachers and details the strengths and shortcomings of each.

Morris, Lynn Lyons and Fitz-Gibbon, Carol Taylor. (1978). HOW TO PRESENT AN EVALUATION REPORT. Beverly Hills: Sage Publications.

A guide to conveying evaluation information to various audiences as effectively and as painlessly as possible. Contains prescriptions and helpful hints for formal and informal reporting either written or oral.

Nunan, Ted. (1983). COUNTERING EDUCATIONAL DESIGN. New York: Nichols Publishing Company.

The purpose of this book is to further the interest of classroom teachers who see curricular design as an integral part of their work and a necessary ingredient to continued creativity and adaptability in teaching.

O'Connell-Mason, Christine and Ralson, Susan Blom. (1982). CURRICULUM ASSESSMENT AND MODIFICATION. ERIC ED 249 220.

Proposes 10 "clusters of capabilities," which form the core of professional knowledge needed by teachers in the future.

Oliva, Peter F. (1982). DEVELOPING THE CURRICULUM. Boston: Little, Brown and Company.

Discusses phases of evaluation concepts of measurement, and models of evaluation with differing feedback lines.

O'Neal, Sharon F. and Hoffman, James V. (1984). CURRICULUM DECISION MAKING AND THE BEGINNING TEACHER. ERIC ED 251 439.

Discusses the problems that arise when the decision-making for curriculum is moved further away from the classroom.

Orlich, Donald C. (1980). TEACHING STRATEGIES. New York: D. C. Heath and Company.

Provides proven teaching methods coupled with instructional theory. Also furnishes an introduction to broad educational goals, concepts of instructional decision-making and teacher responsibility.

Patton, Michael Quinn. (1981). CREATIVE EVALUATION. Beverly Hills, CA: Sage Publications.

The book covers a wide range of conceptual, methodological, and practical issues.

Perez, JoEllen V. and Gettone, Vernon G. (1984). CURRICULUM MODIFICATION AND COLLEGE FACULTY RETRAINING: A MODEL FOR THE 21st CENTURY. ERIC ED 249 175.

Examines a cooperative effort by the faculty of South Carolina State College to strengthen those student skills perceived as critical to successful performance on standardized tests required for admission to teacher preparation programs and teaching certification.

Peterson, Donova and Ward, Annie. (1980). DUE PROCESS IN EVALUATING INSTRUCTION. Washington: University Press of America, Inc.

A useful analysis of using the Gestalt (wholistic) approach to evaluating instruction.

Pierce, Walter D. and Lorber, Michael A. (1977). OBJECTIVES AND METHODS FOR SECONDARY TEACHING. New Jersey: Prentice-Hall, Inc.

Three instructional models are presented, and examined in detail.

Popovich, Dorothy. (1981). EFFECTIVE EDUCATIONAL AND BEHAVIORAL PROGRAMMING FOR SEVERELY AND PROFOUNDLY HANDICAPPED STUDENTS. Baltimore, MD: Paul H. Brookes Publishing Co. (LB1570.P63).

Provides instructors with an introduction to those behavioral principles and techniques that will permit them to effectively educate profoundly handicapped students.

Posner, George J., and Rudnitsky, Alan N. (1982). COURSE DESIGN: A GUIDE TO CURRICULUM DEVELOPMENT FOR TEACHERS. New York: Longman.

Intended for secondary and post-secondary teachers in an attempt to bridge theory and practice in curriculum development. Includes raising professional competence, and use of self-instructional labs.

Postman, Neal. (1979). TEACHING AS A CONSERVING ACTIVITY. New York: Delacorte Press.

Discusses many problems associated with delivery of instruction, and provides many potential solutions.

Pratt, David. (1980). CURRICULUM DESIGN. New York: Harcourt Brace Jovanovich, Inc.

Author addresses many major questions, e.g.: What basic needs can education meet and how can priorities be established?

Quinn, Thomas H., and Hennelly, Michael. (1979). CURRICULUM INQUIRY. New York: McGraw-Hill Book Co.

The prime focus of this book is the study of curriculum practice. A major goal is to help theorists, researchers, and practitioners increase their understanding of what the curriculum field embraces.

Redfern, George B. (1980). EVALUATING CURRICULUM WHEN USING PERFORMANCE OBJECTIVES. Boulder, CO: Westview Press.

An overview of performance objectives and their role in evaluating curriculum.

Reinbartz, Judy. (1984). PERSPECTIVES ON EFFECTIVE TEACHING AND COOPERATIVE CLASSROOMS. Washington, DC: National Education Association Professional Library.

Contains research on teacher effectiveness. Discusses various teaching methods for effective teaching. Prepares teachers more directly for implementation of the ideas in the classroom.

Robertson, Wayne (Ed.) (1971). EDUCATIONAL ACCOUNTABILITY THROUGH EVALUATION. Englewood Cliffs, NJ: Educational Technology Publications.

A compilation of the views of several authors on the subject of educational evaluation. Several approaches to the problem of evaluation of educational programs are discussed.

Robinson, Floyd G. and others. (1985). CURRICULUM DEVELOPMENT AND EFFECTIVE INSTRUCTION. ERIC ED 258 940.

This book, working from an educator-defined set of curriculum tasks and their allotted time frames, provides a mechanism for linking instructional theory with classroom practices.

Roth, Robert A. (1978). HANDBOOK FOR EVALUATION OF ACADEMIC PROGRAMS: TEACHER EDUCATION AS A MODEL. Washington, DC: University Press of America.

The areas of teacher education is the model used as a focus for discussion and elaboration on the evaluation of educational programs.

Rowntree, Derek. (1974). EDUCATIONAL TECHNOLOGY IN CURRICULUM DEVELOPMENT. London: Harper and Row, Publishers.

The author discusses the importance of educational technology as a rational, problem-solving approach to education, a way of thinking sceptically and systematically about learning and teaching.

Rudolph, Frederick. (1978). CURRICULUM. San Francisco: Jossey-Bass Publishers.

A history of the American undergraduate course of study since 1636. It provides a comprehensive review of the curriculum and all the significant variations and relationships with schools and society.

Sattes, Beth D. (1984). PROMOTING SCHOOL EXCELLENCE THROUGH THE APPLICATION OF EFFECTIVE SCHOOLS RESEARCH. ERIC ED 251 968.

A compendium of materials from a workshop of educational researchers and practitioners who shared their innovations, successes, concerns, and progress in using research and development to promote excellence in their state and local education agencies.

Sayer, J. Galen, and Alexander, William M. (1981). PLANNING FOR BETTER TEACHING AND LEARNING. New York: Holt, Rinehart, and Winston.

An excellent guide for planning and evaluating the curriculum for any educational program. Includes models of the planning and analyzing process.

Schaffarzick, Jon and Sykes, Gary. (1982). VALUE CONFLICTS AND CURRICULUM ISSUES: LESSONS FROM RESEARCH AND EXPERIENCE. Berkeley, CA: McCutchan Publishing.

A wide range of differing viewpoints are presented within the context of curriculum as a reflection and response to contemporary societal values.

Schiro, Michael. (1978). CURRICULUM FOR BETTER SCHOOLS. New Jersey: Educational Technology Publications.

This book contains a clear description of four major conceptual systems that provide orientation to those who formulate curricula.

Schoeny, D. and Decker, L. (Eds.). (1983). COMMUNITY, EDUCATIONAL, AND SOCIAL IMPACT PERSPECTIVES. Charlottesville, VA: University of Virginia Printing Office.

A collection of articles and papers on issues that affect community and social issues in education.

Schubert, William H. (1986). CURRICULUM: PERSPECTIVE, PARADIGM, AND POSSIBILITY. New York: Macmillan Publishing Co.

Provides a background of curriculum knowledge for both scholars and practitioners.

Scott, Roger. (1983). CURRICULUM ALIGNMENT AS A MODEL FOR SCHOOL IMPROVEMENT. ERIC ED 252 508.

Discusses the alignment of instructional objectives, testing systems and classroom instruction in a successful curriculum plan.

Sewell, Gilbert T. (1983). NECESSARY LESSONS: DECLINE AND RENEWAL IN AMERICAN SCHOOLS. New York: Free Press.

Discusses the problems of the U.S. public education system, suggests reforms, and identifies the problems that must be overcome to restore excellence to the schools.

Shane, Harold G. (1977). CURRICULUM CHANGE TOWARD THE 21ST CENTURY. Washington, DC: National Education Association.

Presents images of curriculum for the remainder of the century. Contains many ideas on working together for curriculum reform and planning curriculum change for a new era.

Skilbeck, Malcolm. (1984). SCHOOL-BASED CURRICULUM DEVELOPMENT. London: Harper and Row Publishers.

The main consideration is the general questions of curriculum policy, planning, design and development insofar as they indicate possibilities for action and roles for schools.

Spady, William G. (1984). ORGANIZING AND DELIVERING CURRICULUM FOR MAXIMUM IMPACT. ERIC ED 249 579.

According to the author raising standards is contingent upon clarity of goals, organization of curriculum, opportunities to learn, quality of instruction, opportunities to demonstrate competence, and staff communication and collaboration.

Steere, Bob F. and Wiley, Robert C. (1985). USING TIME-ON-TASK TO SUPERVISE AND IMPROVE INSTRUCTION. ERIC ED 254 910.

This packet provides the concerned teacher and supervisor with materials for learning how to determine the percentage of time their students are actively engaged on task.

Studstill, John. (1985). ENHANCING SELF-CONCEPT AND SELF-ESTEEM: PROGRAM PLANNING AND TEACHING TECHNIQUES FOR EDUCATORS OF MIGRANT STUDENTS. (ERIC ED 266 006).

Explores current educational research on self-concept and self-esteem, relates this research to migrant education, and offers a rationale for and examples of activities, techniques, and philosophies to enhance self-perception.

Sullivan, Howard J. (1983). TEACHING FOR COMPETENCE. New York: Teachers College Press.

Covers topics like worthwhile objectives, effective instruction, assessment, and making competency-based-instruction (CBI) work.

Swartzloff, Robert and others. (1985). CHALLENGE FOR EXCELLENCE. (ERIC ED 254 931).

The analysis is presented under five areas: (1) instructional programs, (2) student services, (3) district planning, facility, and fiscal programs, (4) athletic and cocurricular programs, and (5) community service programs.

Tamir, Pinchas. (1985). THE ROLE OF EVALUATORS IN CURRICULUM DEVELOPMENT. London: Croom Helm.

Discusses the variety of roles that are played by curriculum evaluations during the collection of feedback data at the formative and summative stages of curriculum development and implementation.

Tamir, Pinchas. (1985). THE ROLE OF PRE-PLANNING CURRICULUM EVALUATION IN SCIENCE EDUCATION. (ERIC ED 256 567).

Although results of both formative and summative evaluation can be used for planning the next generation of a curriculum, a need exists for a third kind of evaluation, namely, Pre-Planning Evaluation (PPE).

Tanner, Daniel and Tanner, Laurel N. (1980). CURRICULUM DEVELOPMENT. Macmillan Publishing Company, Inc.

Shows the evolution of a paradigm for curriculum development through a process of radical movements and reactionary reform.

Tate, Donald J. and Hoskinson, Robert E. (1978). EVALUATION AND ACCOUNTABILITY IN BUSINESS EDUCATION. Reston, VA: National Business Education Association.

A collection of papers dealing with evaluation and accountability of business education programs.

Taylor, Phillip, and Richards, Colin M. (1979). AN INTRODUCTION TO CURRICULUM STUDIES. United Kingdom: NFER Publishing Co.

A British study of the subject which gives a comprehensive view of curriculum theory, planning and development.

Thornton, Stephen J. (1985). HOW DO TEACHERS' INTENTIONS INFLUENCE WHAT TEACHERS ACTUALLY TEACH AND WHAT STUDENTS EXPERIENCE?

(ERIC ED 258 966).

Draws on a study of curriculum consonance (correspondence between teachers' goals, what ensues in the classroom, and what students learn) in three tenth-grade social studies classrooms.

Truckman, Bruce Wayne. (1979). EVALUATING INSTRUCTIONAL PROGRAMS. Boston: Allyn and Bacon, Inc.

An overview of instructional program evaluation. Defines quality in instructional programs, considers program inputs and processes, and examines different kinds of evaluation design.

Tursman, Cindy. (1981). GOOD SCHOOLS: WHAT MAKES THEM WORK. Arlington: National School Public Relations Association.

Covers research, leadership, curriculum and instruction. Relates the results of numerous studies pairing schools and evaluating teachers.

Unruh, Glenys G. and Unruh, Adolph. (1984). CURRICULUM DEVELOPMENT PROBLEMS, PROCESSES AND PROGRESS. Berkeley: McCutchan Publishing Corporation.

An historical account of curriculum and its development.

Vars, Gordon. (1985). CORE TODAY! RATIONALE AND IMPLICATIONS. Kent, OH: National Association for Core Curriculum, Inc.

Useful information in the establishment of a new core program or developing and improving an existing one.

Verduin, John R. Jr. (1980). CURRICULUM BUILDING FOR ADULT LEARNING. Illinois: Southern Illinois University Press. (LC5219.V47).

A curriculum model for adult learning containing five major elements.

Walker, Decker F., and Saltis, Jonas E. (1986). CURRICULUM AND AIMS. New York: Teachers College Press.

A broad background for assessing and critiquing curriculum.

Wehman, Paul, McLaughlin, Philip J., et al. (1980). VOCATIONAL CURRICULUM FOR DEVELOPMENTALLY DISABLED PERSONS. Baltimore, MD: University Park Press. (LC4812.W44).

A curriculum for teachers in special and vocational education; practitioners in adult activity centers; and supervisors in sheltered workshop facilities.

Weinstein, Donald F. (1986). ADMINISTRATOR'S GUIDE TO CURRICULUM MAPPING: A STEP-BY-STEP MANUAL. Englewood, NJ: Prentice Hall. (LB1570.W43).

A practical guide for administrator's and supervisors who are responsible for directing, coordinating, monitoring, and assessing K-12 educational programs.

Westmeyer, Paul. (1981). CURRICULUM PLANNING ON THE SCHOOL DISTRICT LEVEL. Illinois: Charles C. Thomas Publisher. (LB1570.W46).

A guide to curriculum planning. Includes analyzing needs, selecting a theoretical base, and defining goals and objectives.

Wiles, Jon, and Bondi, Joseph. (1984). CURRICULUM DEVELOPMENT: A GUIDE TO PRACTICE. Columbus, OH: Charles E. Merrill Publishing Company.

Emphasizes that curriculum development is a value-laden process requiring constant decision making.

Wilson, Richard R. (1982). DESIGNING ACADEMIC PROGRAM REVIEWS. San Francisco: Jossey-Bass Inc.

Focuses primarily on the evaluation of academic programs through systematic procedures.

Wise, Arthur E., Darling-Hammond, Linda, McLaughlin, Millery W., and Bernstern, Harriet T. (1984). TEACHER EVALUATION. Santa Monica, CA: Rand.

A 1983 Rand study of teacher evaluation practices. Covers: Framework of Teacher Evaluation, Evaluating the Teacher Evaluation Systems, Major Problems of Teacher Evaluation, Teaching Procedures, and Classroom Management.

Wood, Merle. (1980). DEVELOPING YOUR OWN INSTRUCTIONAL UNITS. (ERIC ED 252 664).

Designed to guide educators in the production of competency-based instructional units.

Wootton, Lutian R., Reynolds, John C. Jr., and Gifford, Charles S. (1980). TRENDS AND ISSUES AFFECTING CURRICULUM: PROGRAMS AND PRACTICES. Lanham: University Press of America.

A perspective on professional literature. Provides a synopsis of trends and issues through a study of articles from twenty professional journals.

Wright, Edward B., and Forcier, Richard C. (1985). THE COMPUTER: A TOOL FOR THE TEACHER. Belmont, CA: Wadsworth Publishing Company.

A comprehensive and balanced text in educational computing that pulls together resources from the areas of learning theory, communication theory, curriculum development, lesson plan design, computer applications, practical computer operation and programming.

Wulf, Kathleen M., and Schave, Barbara. (1984). CURRICULUM DESIGN. Glenview: Scotts, Foresman and Company.

Based on the premise that curriculum development is not a job only for trained administrators, but that teachers can also develop curriculum.

Zemke, Ron and Zemke, Susan. (1984). 30 THINGS WE KNOW FOR SURE ABOUT ADULT LEARNING. ERIC ED 248 920.

A synthesis of current knowledge about adult learning in the areas of motivation, curriculum design, and the classroom environment.